

U.S. Department of Education

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Principal Mr James Taffee
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Shawnee Middle School Bodard Campus
(As it should appear in the official records)

School Mailing Address 4300 North Union
(If address is P.O. Box, also include street address)

<u>Shawnee</u>	<u>OK</u>	<u>74804-1418</u>
City	State	Zip Code+4 (9 digits total)

Tel. (405) 275-3554 Fax (405) 275-9651

Website/URL <http://teacherweb.com/OK/ShawneeMiddleSchool/BodardCampus>

Email jamestaffee@shawnee.k12.ok.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Ms Marilyn S. Bradford
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Shawnee Public Schools I-93 Tel. (405) 273-0653

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. David A. Parsons
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

*Private Schools: If the information requested is not applicable, write N/A in the space

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---|
| <u>4</u> | Elementary schools |
| <u>1</u> | Middle schools |
| <u>--</u> | Junior high schools |
| <u>1</u> | High schools |
| <u>1</u> | Other (Briefly explain) 4 yr. old/PreK/ K-D |
| <u>7</u> | TOTAL |

2. District Per Pupil Expenditure: \$4,948.00

Average State Per Pupil Expenditure: \$4,800.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 6 Number of years the principal has been in her/his position at this school.

NA If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	-	-	-		7	133	145	278
1	-	-	-		8	134	114	248
2	-	-	-		9			
3	-	-	-		10			
4	-	-	-		11			
5	-	-	-		12			
6	134	140	274		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>54</u> | % White |
| <u>9</u> | % Black or African American |
| <u>3</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>33</u> | % American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 21.51 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	136
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	32
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	168
(4)	Total number of students in the school as of October 1	781
(5)	Subtotal in row (3) divided by total in row (4)	.2151
(6)	Amount in row (5) multiplied by 100	21.51

8. Limited English Proficient students in the school: 1.5 %
12 Total Number Limited English Proficient

Number of languages represented: 3

Specify languages: English

Native American Languages

Spanish

9. Students eligible for free/reduced-priced meals: 65 %

536 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 18 %
140 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>77</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>3</u> Speech or Language Impairment
<u>24</u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
	<u>17</u> Severely Emotionally Disturbed

Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>50</u>	<u>1</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>27</u>	<u>0</u>
Total number	<u>93</u>	<u>1</u>

12. Average school student-“classroom teacher” ratio: 25:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94%	93%	92%	92%	93%
Daily teacher attendance	86%	88%	89%	89%	81%
Teacher turnover rate	8%	3%	6%	5%	6%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	NA	NA	NA	NA	NA

Part III- Summary

Shawnee Middle School, located in Shawnee, Oklahoma, is a suburban school located in the central section of the state, approximately thirty minutes east of Oklahoma City. Shawnee has a population of approximately 29,000 people. Shawnee Middle School has a student population of approximately 825 students, grades sixth, seventh and eighth. The school has a multicultural make-up with the two main cultures being Caucasian and Native American. There are also Hispanic and African-American students attending SMS.

In the Shawnee area, learning is a lifelong enterprise with an excellent public school system, two top ranking private universities, and a premiere technology education center. As the largest and most comprehensive school district in Pottawatomie County, the Shawnee Public Schools offer diverse programs to ensure the development of each student. Shawnee Middle School is certainly the jewel in the system's crown. It is located on a 35 acre site on the growing north side of Shawnee, opened in 2001 and constructed from a historic \$8 million bond issue. Shawnee Middle School has more than 114,000 square feet, built in three wings for three grades, and includes physical education spaces, music rooms, large cafetorium, special classrooms for exploratory classes, and commons area used for large group activities. Six classrooms were constructed with special reinforcement to serve as "safe rooms" during severe weather.

Shawnee Public Schools receives a great deal of support from the Shawnee community. The Don Bodard Campus was a gift of the late Shawnee oilman and banker. The gift of woods, creek, and open space was valued at more than \$250,000 and now is home to athletic fields, play space, outdoor classroom space, as well as a spacious modern school and gym. Shawnee's centralized location plays a key role in the number of manufacturers in Shawnee. Shawnee Public Schools also participates in the Adopt-a-School program with the First United Bank designated as the sponsor for Shawnee Middle School.

Promoting academic excellence, integrity, respect, and responsible citizenship to meet the challenges of the future is Shawnee Middle School's mission statement. The roots of our mission statement are our core beliefs.

- *All students can learn, achieve, and succeed.

- *Teachers, students, parents, and the community form a partnership to support and meet student needs.

- *Students become responsible citizens in a safe, positive, and caring environment.

- *Students learn best when they are actively engaged in the learning process.

- *The development of problem solving skills is enhanced by effectively using technology throughout the curriculum.

- *As part of a global society, students must be prepared to face the unknown challenges of the future.

Shawnee Middle School believes in the worth of the individual, and we recognize our responsibility to provide experiences for each student that will develop the physical, intellectual, and creative potential as fully as possible. We believe that our educational program should be structured to meet the special needs and capabilities of the student, and that we must be engaged in a continual search for ways to improve the effectiveness of our program. Realizing the vastly different maturity levels which occur during the middle school years, we strive to help the students to develop their abilities and interests in each stage of

the early adolescent period. Shawnee Middle School is effective because of partnership between parents, staff and community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Shawnee Middle School currently uses the Criterion-Reference Test (CRT) as the indicator in the state accountability system. This criterion-referenced test is based on the state's Priority Academic Student Skills (PASS). We have reported assessment results for reading and mathematics, for grade eight, for the past three years. These results show improvement in both areas in the satisfactory category since the 2000-2001 school year. SMS has made "Adequate Yearly Progress" in accordance with NCLB guidelines. The Oklahoma Performance Index (OPI), a scaled score that places students into performance levels, are established for each test. Scores ranging from 838-999 represent Advanced, 700-837 represent Satisfactory, 638-699 represent Limited Knowledge, and 465-637 represent Unsatisfactory.

The assessment data is also broken down into different sub-groups. The sub-groups are Caucasian, Native American, Black/African American, Hispanic, Female, Male, Economically Disadvantaged, and Special Education. Shawnee Middle School does not exclude any student from the testing process.

In the Satisfactory category Caucasian students show a twenty-one percent (21%) increase in reading, and an eleven percent (11%) increase in math. Native American students show a fluctuation but there is an overall increase of one percent (1%) in reading, while they show an increase in math by seventeen percent (17%). Black/African American students show the same fluctuation in reading and an increase in math of thirty-one percent (31%). Hispanic students showed an increase from the Satisfactory to the Advanced category by eighteen percent (18%), and a decline in the math scores by thirty-five percent (35%).

Female students increased their reading scores by fifteen percent (15%) and their math scores by three percent (3%). Likewise, male students increased their reading scores by seven percent (7%) and their math scores by eighteen percent (18%). Students in the economically disadvantaged category increased reading scores by six percent (6%) and math scores increased by twelve percent (12%). Special Education students' scores fluctuated in both reading and math.

2. Shawnee Middle School uses assessment data to improve the academic performance of students. The variety of assessments we use gives us the necessary information to identify those students who may be at risk and those who need more academic challenges. Staff members use assessment results to develop clear goals, and plan for school improvement. Each assessment provides information for comparisons, program review, and curriculum planning.

Shawnee Middle School is accredited through the North Central Association on Accreditation and School Improvement. Accreditation demonstrates to our students, parents, and community that we are focused on raising student achievement, providing a safe and enriching learning environment, and maintaining an efficient and effective operation staffed by highly qualified educators.

In addition to state mandated tests (CRT, ACT, EXPLORE), and the Middle Grades Assessment through the Southern Regional Education Board (SREB), Shawnee Middle School has implemented the use of the SAT 9 pre and post testing. Teachers rely heavily on the results of all assessments given. Our school and teachers use data as a tool to determine what is working and what is not in our efforts to accelerate student learning. In order to continue addressing the learning needs of our students, Shawnee Middle School will

adjust curriculum and instruction based on all available data, including teacher made assessments. We are committed to raising student achievement and performance.

3. Shawnee Middle School (SMS) uses a variety of communication methods with parents, students, and the community regarding student performance and achievement. We have orientation prior to the start of the school year in which expectations, policies and guidelines are discussed. Shawnee Middle School has two days each semester set aside for parent/teacher conferences. Weekly communication also takes place using “Wednesday Folders”. Teachers send home folders filled with school news, grades, calendars, and assignments. Report cards (quarterly), and mandated test scores, along with explanations, are mailed out on a regular basis. Regularly, teachers, district personnel, principals, parent volunteers, and counselors meet to interpret data gained from assessments. Counselors at SMS, spend an enormous amount of time communicating with parents on what the various tests are, how to prepare, what the results mean in terms of achievement, and how our school will use the data as a tool for improvement. Additionally, in an effort to spotlight the gains in student performance, information is printed in the local newspaper. Principals at SMS have an open door policy and meet with parents daily to resolve problems, give guidance, and work in a mutual way for the betterment of our students.

As a No Child Left Behind – Blue Ribbon School, Shawnee Middle School (SMS), will in a variety of ways share our successes and achievements with other schools in Oklahoma and around the nation. We have been successful in creating a culture that promotes student learning. We would be delighted to collaborate with other educators in an effort to support and encourage greater achievement in the area of public education. Two local universities regularly place practicum students at Shawnee Middle School and OBU personnel serve as mentors for SMS students. They observe and practice successful strategies employed by Shawnee Middle School. Information about Shawnee Middle School’s success will be provided to the SREB for Possible Dissemination to their network of schools. Every avenue of communication available to us will be utilized as a tool both to promote the positive educational progress we’ve had and to support, share and encourage other school districts with regards to student achievement.

4. Shawnee Middle School would use the newspaper as one means of communicating to the community. Many times throughout the school year, the news media prints articles focused on student achievements at SMS. When the community understands the work and dedication that has resulted in this recognition, they will see the impact and necessity of keeping schools on the cutting edge. As a result, the community in general, will be more likely to support the necessary resources needed for continuous school improvement.

Additionally, if selected, our teachers would continue making presentations at conferences and workshops at the local and state level. We will continue working with our two local Universities supporting teacher education programs (observers/student teachers). We would not only host visitations from other schools, but would encourage our teachers to go out and network with colleagues from neighboring districts. Our school website (<http://teacherweb.com/OK/ShawneeMiddleSchool/BodardCampus/>) is also a great forum that we use to communicate our beliefs, strategies, goals, and achievements. Our district newspaper is called In Touch, and it is published quarterly, highlighting a different school each issue to include such topics as extracurricular activities, academic achievements, and general school information. Furthermore, In Touch features a column from the Superintendent on how the school that is spotlighted continues its commitment to excellence.

Part V – CURRICULUM AND INSTRUCTION

1. School’s curriculum

Shawnee Middle School has overcome many obstacles over the past twelve years. The primary goal has always been to better meet the needs of a population with unique needs --- middle school adolescents. SMS changed from a traditional Junior High School and embraced the middle school concept in 1993. The curriculum includes five core classes and two exploratory classes. The middle school was housed in a fifty-year-old facility, which was originally a high school, built for fewer than 500 students. Portables housed the entire 6th grade. After two failed bond elections and a change in the middle school's administration team, the bond to build a new facility was passed. However, everyone knew that it would take more than a new building to "fix" all the concerns. At the same time the administration and staff were planning to move into a new building, they were also planning changes in the curriculum. Using the Oklahoma Priority Academic Student Skills as a guide, the staff looked for ways to strengthen curriculum and student achievement. SMS and Shawnee High School were selected by the Southern Regional Education Bureau (SREB) to participate in their Making Schools Work project. SREB has provided Shawnee research based expertise, professional development and oversight for comprehensive school reform. Common grade level plan periods have enabled teachers to meet regularly for lesson planning and to discuss curriculum issues.

SMS applied for and received designation as a Title I School wide Program. Title I resources were instrumental in implementing the Middle School Technology Plan which called for integrating technology into the curriculum. With the new building, state-of-the-art computer labs were available for daily computer classes, and schedules were developed which enabled core classes to use the labs regularly. All classrooms were equipped with Internet and a minimum of two computers.

Currently, all students are required to take language arts, reading, math, social studies, and general science. They choose from an array of Life Links classes including: band, music, pre-engineering, art, family living, speech & drama, computer keyboarding, physical education, and health. Each of the Life Links classes is six weeks in duration, with the exception of band, which is taken all year. Life Links classes are designed to provide sixth grade students an overview of the choices available to them in seventh and eighth grade classes as well as in high school.

Seventh grade students take language arts, math (regular or pre-algebra), social studies, life science, and a semester each of Spanish and literature. They choose from semester-long Life Links classes and also can become involved in competitive sports at this level.

Eighth grade students are required to take five core classes including language arts, math (pre-algebra or algebra I), American history, earth science, and a semester each of Spanish and geography. They also choose from Life Links classes and competitive sports.

The Exploratory classes, combined with core curriculum are designed to assist students in identifying a "career pathway." As they transition from middle school to high school, students are assisted in developing a six-year education career plan which moves them into post high school training and/or education.

A mix of inclusion and pullout programs serve the 18% of SMS students qualified for special education services. A community-supported mentoring program provides students additional help in math and reading during school hours. After school tutoring is available for any SMS student. Setting high expectations for all students is the centerpiece of the SREB Making Schools Work program and SMS opened honors programs to all students who accept the challenge of a more rigorous curriculum. Accelerated curriculum is available for students in math with High School credit available for 8th grade algebra I.

2. English language curriculum

The English language curriculum at Shawnee Middle School is aligned with the Oklahoma Priority Academic Student Skills (PASS), a standards based curriculum. Vertical teaming has been implemented between the middle school and high school as part of the comprehensive school improvement plan. On-going high quality professional development, provided by the Southern Regional Education Bureau (SERB), has improved teacher's skills in integrating reading and writing across the curriculum. Teachers were taught specific reading and writing required by students in all subject areas. From 2002 to 2003, reading scores on the Oklahoma Academic Performance Index (API) increased by 142 points from 917 to 1059, a 15% boost.

Shawnee Middle School "double doses" in the language arts curriculum at the 6th and 7th grade level. In the sixth grade, two class periods are devoted to language arts and reading for the entire year. In the seventh grade, students have a full year of language arts and one semester of literature. The Accelerated Reader and STAR programs are used to motivate students to read more and the whole school is involved in the daily "Drop Everything and Read" (DEAR). Students who are performing below grade level are encouraged to attend a voluntary after-school tutoring program. Students are also referred to the mentoring program for additional help during the school day.

A primary focus of the language arts program is the writing component. SMS students have consistently demonstrated a high rate of proficiency on state tests as measured by holistic and analytical assessments. Grammar is taught in the context of proper written and verbal communication. A computer lab is available for writing or Internet research projects. Additionally, a portable wireless lab can be utilized in the classroom.

3. Math curriculum

The Math curriculum at Shawnee Middle School is also aligned to the Oklahoma Priority Academic Student Skills (PASS). Vertical teaming has been implemented between the middle school and high school in the area of math, as with language arts. Through school improvement planning, Shawnee Middle School identified several strategies, which have been implemented during the past two school years. As a result, math scores on the Oklahoma API have increased substantially. SMS saw a 102-point (10%) gain from 2002 to 2003.

A big change involved the way students were identified and placed in the accelerated math classes. Previously, only students identified as "gifted and talented" were enrolled in these classes, but in school year 2001-2002 these classes were opened to any student with a minimum "C" grade average. Enrollment in these accelerated classes nearly doubled. Algebra I "End of Course" tests were administered for the first time in Oklahoma in April 2003. SMS 8th grade students enrolled in Algebra I demonstrated a strong pass percentage. High school credit is given to all students who successfully complete Algebra I in 8th grade, allowing them to take more advanced math classes in high school.

Another change involved increasing the amount of time students spent on math each day. To increase this daily math time, all teachers were asked to include math applications in their curriculum areas. Teachers met in multi-curriculum groups to develop strategies for accomplishing this goal. Also, the Technical Education class was revised and teachers were trained to implement *Project Lead the Way*, a pre-engineering program that provides students challenging math applications. *Project Lead the Way* was developed by the National Alliance for Pre-Engineering Programs. The curriculum in this program, incorporates four units, developed specifically to student's age and comprehension level: Design & Modeling, The Magic of Electrons, The Science of Technology, and Automation and Robotics. Current plans are to expand this successful program into the high school curriculum.

4. Instructional methods

In November 2001, Southern Regional Education Board conducted a comprehensive assessment of SMS that involved, multiple days of observations by teams comprised of community representatives, middle school educators from around the state, and SREB personnel. Instructional methods were identified as a critical area for change. Working with SREB, Shawnee Middle School identified strategies for change. While this is an ongoing process, many changes are evident, as teachers shift away from teacher-centered lecture and recall-questioning techniques.

Shawnee Middle School strives to utilize more student centered teaching strategies. Teachers have been trained in active learning strategies such as graphic organizers, summarizing, and note taking. Teachers are expected to engage students at the higher cognitive levels of application, analysis and synthesis. As recommended by the SREB Technical Assistance Team, teachers are working to make their core curriculum more rigorous and challenging for all students.

SREB Focus Groups met during school year 2001-2002 to analyze data and recommendations provided in the extensive Technical Assistance Visit Report. Teams of teachers met over the summer of 2002 to design quarter and semester assessment.

5. Professional development

Ongoing high quality professional development is essential for school improvement. Shawnee teachers and administrators place a high priority on professional development. Fortunately, through Career Tech, Title I, Title II, and state funding, SMS teachers have been provided excellent professional development over the past four years. During the school year 2001-2002, teams of teachers and administrators were sent to Baltimore, Maryland, to train with Dr. Mark Forget. During two three-day workshops, the teams developed teaching strategies designed to improve reading and writing across the curriculum. Dr. Forget also spent two days in Shawnee working with all middle and high school teachers at the beginning of the next school year.

SMS teachers regularly attend workshops specific to their subject area. Additionally, they have attended state and national conferences, including teams of teachers who annually attend the National Middle School Conferences and the SREB High Schools That Work National Conference. SMS teachers have appreciated the opportunity to hear nationally recognized presenters and to interact with peers on a national basis. They have brought back numerous ideas and strategies that were successfully implemented.

Part VII – ASSESMENT RESULTS

SHAWNEE MIDDLE SCHOOL OKLAHOMA CORE CURRICULUM TEST CRITERION-REFERENCE

EIGHTH GRADE – READING

Edition/publication years 2002, 2003, 2004

Publisher Harcourt Educational Measurement

	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March
SCHOOL SCORES (median OPI scores)*	754	740	736
TOTAL			
% Advanced	6	4	12
% Satisfactory	74	67	63
% Limited Knowledge	15	22	18

% Unsatisfactory	5	6	8
Number of students tested	244	242	203
Percent of total students tested	97.8	99.2	95.3
Number of students excluded (absent and non-standard)**	6	2	10
Percent of students excluded (absent and non-standard)**	2.2	.8	4.7
SUBGROUP SCORES***			
1. Caucasian			
% Advanced	8	6	17
% Satisfactory	83	69	62
% Limited Knowledge	9	19	15
% Unsatisfactory	1	6	6
Number of students tested	141	136	116
2. Native American			
% Advanced	0	0	0
% Satisfactory	59	69	58
% Limited Knowledge	27	15	24
% Unsatisfactory	15	15	18
Number of students tested	41	38	33
3. Black/African American			
% Advanced	0	0	11
% Satisfactory	57	36	56
% Limited Knowledge	43	50	22
% Unsatisfactory	0	14	11
Number of students tested	14	12	9
4. Hispanic			
% Advanced	18	0	0
% Satisfactory	55	40	100
% Limited Knowledge	9	50	0
% Unsatisfactory	18	10	0
Number of students tested	11	9	5
5. Female			
% Advanced	8	5	10
% Satisfactory	76	70	61
% Limited Knowledge	11	20	21
% Unsatisfactory	5	6	7
Number of students tested	107	121	98
6. Male			
% Advanced	4	3	13
% Satisfactory	72	64	65
% Limited Knowledge	19	26	13
% Unsatisfactory	5	7	9
Number of students tested	104	90	82
7. Economically Disadvantaged			
% Advanced	4	4	6
% Satisfactory	65	64	59
% Limited Knowledge	24	25	24
% Unsatisfactory	7	7	11
Number of students tested	116	106	87
8. Special Education			

% Advanced	0	0	0
% Satisfactory	21	19	22
% Limited Knowledge	36	28	26
% Unsatisfactory	42	53	52
Number of students tested	33	31	27
STATE SCORES			
TOTAL			
State Median OPI Score	739	749	741
% Advanced	6	9	14
% Satisfactory	73	68	64
% Limited Knowledge	17	18	17
% Unsatisfactory	4	5	5

*The Oklahoma Performance Index (OPI) is a scaled score resulting from a mathematical transformation of the number correct score. These scaled scores are used to report an objective measure of achievement within a given subject area and to place student scores in one of the given performance levels. For all subject areas, a score of 700 is the cut score for placement in the Satisfactory performance level. Scores ranging from 838-999 represent Advanced, 700-837 represent Satisfactory, 638-699 represent Limited Knowledge, and 465-637 represent Unsatisfactory.

**The numbers reflected in this category include students testing in a non-standard form and those who were absent.

***There are other ethnic groups. However, there were not enough students for the data to be considered statistically sound.

SHAWNEE MIDDLE SCHOOL
OKLAHOMA CORE CURRICULUM TEST
CRITERION-REFERENCE

EIGHTH GRADE – MATHEMATICS

Edition/publication years 2002, 2003, 2004

Publisher Harcourt Educational Measurement

	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March
SCHOOL SCORES (median OPI scores)*	749	738	742
TOTAL			
% Advanced	18	14	20
% Satisfactory	63	59	52
% Limited Knowledge	12	21	24
% Unsatisfactory	8	6	3
Number of students tested	244	242	203
Percent of total students tested	97.8	99.2	95.3
Number of students excluded (absent and non-standard)**	6	2	10
Percent of students excluded (absent and non-standard)**	2.2	.8	4.7
SUBGROUP SCORES***			
1. Caucasian			
% Advanced	23	20	26
% Satisfactory	67	59	56
% Limited Knowledge	7	19	16

% Unsatisfactory	3	3	2
Number of students tested	141	136	114
2. Native American			
% Advanced	5	3	13
% Satisfactory	56	62	39
% Limited Knowledge	15	21	39
% Unsatisfactory	24	15	10
Number of students tested	41	38	31
3. Black/African American			
% Advanced	0	0	0
% Satisfactory	64	50	33
% Limited Knowledge	29	43	67
% Unsatisfactory	7	7	0
Number of students tested	14	12	9
4. Hispanic			
% Advanced	0	0	0
% Satisfactory	45	80	80
% Limited Knowledge	45	0	20
% Unsatisfactory	9	20	0
Number of students tested	11	9	5
5. Female			
% Advanced	17	9	13
% Satisfactory	61	60	58
% Limited Knowledge	16	23	26
% Unsatisfactory	7	8	3
Number of students tested	107	121	95
6. Male			
% Advanced	18	21	30
% Satisfactory	64	56	46
% Limited Knowledge	9	18	22
% Unsatisfactory	9	4	2
Number of students tested	104	90	81
7. Economically Disadvantaged			
% Advanced	10	11	12
% Satisfactory	63	55	51
% Limited Knowledge	16	24	32
% Unsatisfactory	11	10	5
Number of students tested	116	106	84
8. Special Education			
% Advanced	0	0	0
% Satisfactory	15	6	15
% Limited Knowledge	47	38	37
% Unsatisfactory	38	56	48
Number of students tested	34	31	27
STATE SCORES			
TOTAL			
State Median OPI Score	737	732	736
% Advanced	16	14	18
% Satisfactory	57	56	53

% Limited Knowledge	23	24	23
% Unsatisfactory	5	7	6

*The Oklahoma Performance Index (OPI) is a scaled score resulting from a mathematical transformation of the number correct score. These scaled scores are used to report an objective measure of achievement within a given subject area and to place student scores in one of the given performance levels. For all subject areas, a score of 700 is the cut score for placement in the Satisfactory performance level. Scores ranging from 838-999 represent Advanced, 700-837 represent Satisfactory, 638-699 represent Limited Knowledge, and 465-637 represent Unsatisfactory.

**The numbers reflected in this category include students testing in a non-standard form and those who were absent.

***There are other ethnic groups. However, there were not enough students for the data to be considered statistically sound.